

# School to Work Program: 2010 Regional Report

## *Moving towards a whole school career development approach*

Region: Western Sydney

### School/Regional Program Management

- a) What were the five key priorities for the School to Work (STW) Program in your region in 2010? (Dot points only)
1. RAVE is a successful regional initiative and that the programs outcomes are maintained and improved. 2. Promotion of the Student Pathways Survey 3. Develop strategies for the incorporation of laptops into STW initiatives. 4. Gathering best practice strategies from SSP schools and incorporating their data into the regional report. 5. Reinvigorate the incorporation of STW across KLA area
- b) What are the top five intended priorities for the STW Program in your region in **2011**? (Dot points only)
- \* strengthening strategic alignment between STW KRA's and the Office of Schools Priorities evidenced in schools planning. \* sustainability of regional RAVE programs \* strategic alignment of STW program with NSLA programs being offered in Schools. \* Provision of conferences that showcase STW and OoS priority areas. \* Support of key STW personnel- Transition advisers and CA's in the schools.
- c) Summarise other sources of funding schools have used to complement the STW Program in your region.
- \* Link Support Funding \* Aboriginal Students Support funding \* School global budget funding. \* Regional funding \* PSP funding \* Sponsorship by Business. \* Partnership Brokers and their associated programs. \* ATO tax file number program \* Beacon funding \* Teacher Professional Learning funding \* Enterprise learning project profits
- d) Do your schools use the STW report to inform directions in their school management plan?
- Yes 47 No 9
- e) Have your schools adopted a Career & Transition Team approach to coordinate the STW Program?
- Yes 35 No 21
- f) Your schools Career & Transition Teams include:
- |  |                         |
|--|-------------------------|
| 34 an executive teacher                | 2 a parent              |
| 3 a student                            | 4 a community member    |
| 29 a careers adviser                   | 16 a transition adviser |
| 21 N/A - No Career and Transition Team | 17 Other                |
- g) What strengths or capabilities do your school's C&T Teams need to develop to enhance their leadership effectiveness in a whole school context?
- \* strengthening of the clarity of communication across the whole school context. \* 13 schools involved in the 'Planning my Future' in 2010. This project is a regional initiative to strengthen and broaden support by other portfolio teams across the Region. \* A team approach ensures greater depth of understanding across the school and a more strategic approach to school planning.

## Student Participation

Student numbers by year group	7	8	9	10	11	12
Total school cohorts (Term 4, 2010)	6772	6864	6904	6767	6113	5180
Number of students participating in the STW Program - total	723	893	3241	6160	4679	3997
Number of students participating in the STW Program - %	10.68%	13.01%	46.94%	91.03%	76.54%	77.16%
Number of indigenous students participating in the STW Program - total	64	102	250	282	144	98
Number of indigenous students participating in the STW Program - %	8.85%	11.42%	7.71%	4.58%	3.08%	2.45%
Number of LBOTE students participating in the STW Program - total	169	178	977	1600	1506	1211
Number of LBOTE students participating in the STW Program - %	23.37%	19.93%	30.15%	25.97%	32.19%	30.30%
Number of students with disabilities participating in the STW Program - total	32	63	241	303	208	126
Number of students with disabilities participating in the STW Program - %	4.43%	7.05%	7.44%	4.92%	4.45%	3.15%

### Number of students in school undertaking the following:

Student numbers by year group	7	8	9	10	11	12
BOS Work Education Syllabus	17	24	400	381		
BOS Work Studies Syllabus					115	92
BOS Work & the Community Life Skills Syllabus					152	125
Career Education classes	238	82	1843	5472	658	676

### Comments by Region about Student Participation

Over the past 5 years year 10 student participation has remained steady at around 90% while Year 12 engagement has increased slightly. Indigenous student, LBOTE student and student with disabilities participation has increased slightly over the past 5 yrs. \*approx 80% of the regions yr 10 students have careers lessons- this has remained constant over the past few years.

## Planning Transition Pathways

Supporting students to develop confidence in self-managing their career and transition planning

### Using the DET online *Student Pathways Survey* to improve student career and transition planning

- a) Did your schools encourage students to independently access the *Student Pathways Survey* in 2010? y 26 n 30
- b) Which year group(s) accessed the *Student Pathways Survey* in 2010?
- |     | 9  | 10 | 11 | 12 |    |
|-----|----|----|----|----|----|
| Yes | 16 | 23 | 10 | 7  | No |
| No  | 40 | 33 | 46 | 49 |    |
- c) Summarise for what purpose(s) did your schools use the *Student Pathways Survey* in 2010?
- \* overall there has been an increase in schools utilising this resource with year 10 being the most common group accessing the survey. \* As a way for students to begin thinking about possible careers. \* In direct response to the career and transition initiative of 'Planning my Future' in WSR. the survey was used as a 'place to start' the strategic thinking involved in Planning My Future.
- d) Did your schools access the *Student Pathways Survey: School Report* in 2010? y 19 n 37
- e) If yes, summarise for what purpose(s) your schools used the *Student Pathways Survey: School Report* in 2010?
- \* As part of their planning process to best meet student needs. \* As part of the careers program across the school. \* As part of the ongoing career support counselling that is part of some school careers programs. \* As a way of strengthening student transition plans from year 10 into Yr 11 or into tertiary education.
- f) Number of schools who used the *Student Pathways Survey Handbook* to support the use of *Student Pathways Survey* resources? y 12 n 44
- g) Summarise the support schools requested to ensure effective use of the *Student Pathways Survey* and its *School Report*
- \* Further staff professional development with an emphasis on the strategic planning benefits. Professional development to be targetted to the intended audience- ie; implementing staff or school planning teams. \* 1 school attached the report to students School Report so an explanatory sheet for parents would have been useful. \*

### Students' articulation of a career and transition plan

Student numbers by year group		9	10	11	12
h)	Estimate how many students can articulate a career and transition plan - total	1753	4562	4097	4218
	Estimate how many students can articulate a career and transition plan - %	25.39%	67.42%	67.02%	81.43%
i)	Estimate how many students have a written career and transition plan - total	525	3603	2638	3226
	Estimate how many students have a written career and transition plan - %	7.60%	53.24%	43.15%	62.28%

### Supporting student career and transition planning

- j) The approaches your schools used to support individuals to develop a career and transition plan:
- |  |   |
|--|---|
| 50 Career counselling                                    | 24 Student Pathways Survey                                      |
| 39 Employment Related Skills Logbook &/or Logbook online | 49 Interviews with teachers                                     |
| 50 Workplace learning                                    | 43 Access to electronic career planners eg. myfuture (My Guide) |
| 12 Real Game Series                                      | 14 Online Career Guidance Tools eg Career Voyager               |
| 31 Other   |   |

### Supporting the career and transition confidence of students in identified groups(If you have no strategies for for a particular group please indicate N/A in the box)

- k) What strategies or programs have the schools in your region used to build the career and transition confidence for students with a disability?

\* Work Crews strategy \* Assisting students to establish links with appropriate employment agencies. \* Participation in TAFE Discreet VET classes. \* Career Search program implementation. \* Where appropriate students receive intensive and regular support in career counselling. Sometimes include parents. \* Inclusion of students with disabilities into whole school transition meetings.

l) What strategies or programs have the schools in your region used to build the career and transition confidence for students who are from LBOTE?

\* The regionally supported RAW (Ready, Arrive, Work) program has been very successful. \* Youth Connections contact. \* participation in 'Links to Learning' programs \* ESL classes with an employment focus \* participation in Work Experience initiatives. \* RAS (Refugee Assistance Scheme) homework facility

m) What strategies or programs have the schools in your region used to build the career and transition confidence for students who are Aboriginal or Torres Strait Islander?

\* Specifically targeted careers markets \* Registration with Aboriginal Employment Service \* Connecting Kooris to Careers Youth Job Expos \* SEEK Sharing Experience and Essential Knowledge (Aboriginal Cultural Awareness program linked to Careers) \* 'P-Plate' program involvement \* Careers mentoring program using community elders as career mentors.

n) What strategies or programs have the schools in your region used to build the career and transition confidence of students who will stay at school because of the new school leaving age?

\* alternate and compacted curriculums designed. \* mentoring programs continued \* Introduction of English Studies and Maths Applications courses \* Flexibility of subject selection- ie; offering of 2 VET Courses \* Investigation of pre-vocational courses available. \* Expansion of the SBAT possibilities for students. \* establishment of 'transition' classes in Year 11

o) Summarise the strategies or programs that schools in your region used to raise career aspirations and build the career and transition confidence for students who are from a low socio-economic background.

\* Various programs ensure students from a low SES background are inspired to 'raise the bar'- eg' Girls can do anything' or 'Enlighten Education'. \* various leadership initiatives that focus on the development of skills. \* Access to the 'Fast Forward' program \* Many WSR schools do not specify this student category due to the school community and school location. \* Youth Connections access

p) Summarise the strategies or programs that schools in your region used to build the career and transition confidence for students in other identified groups (eg. Boys, Girls, Refugees, Gifted and Talented)

Many initiatives listed above are also used with other school groups with an appropriate content alteration. \* Gifted/Talented students are withdrawn to participate in specialist career presentations or career exploration programs such as Career Search. \* Goal setting workshops \* development of links with Universities and orientation programs. \* Youth Connections programs as appropriate.

#### Comments by Region about Planning Transition Pathways

The regions RAVE program again facilitated the career and transition planning of students across Western Sydney. Schools have also developed many unique programs that meet the needs of their students. The strategic focus on career and transition across the region will continue to strengthen students development.

## Exploring Career Futures

Providing students with access to people, opportunities and a variety of media, which assists them to process information about work, education and training options.

### Students accessing electronic career information to support their pathways planning

- a) Which electronic career information websites are students supported to use in your region?

#### Websites

47 myfuture website	5 Ozjac
49 Job Guide	39 School/region websites
46 Tertiary institutions	40 Industry specific
26 CAS (Careers Advisory Service) website	4 None
26 Other	

### Teachers accessing electronic career information to support students in their pathways planning

- b) What electronic resources are teachers / careers advisers using to support the School to Work Program in your schools?

47 myfuture.edu.au website	51 schooltowork.com.au website
44 Vocational Education in Schools Directorate website	28 Blueprint (ABCD) website
42 School / region websites	18 ReCAP website
2 None	15 Other

- c) What electronic tools are teachers / careers advisers using to support the School to Work Program in your schools?

16 Video Conferencing	37 Interactive Whiteboards
19 Moodle	31 Wikis
17 Blogs	42 Student DET email
3 None	8 Other

- d) Has your school's Careers Adviser been allocated a DER NSW laptop?

y 34 n 22

- e) How are the DER NSW laptops being used to support career communication, career education, and/or career services in your schools?

\* many schools have instigated regular Careers email updates sent to students but also available to parents. \* ongoing experience of available online careers resources which are shared through careers adviser forums. \* increased confidence of staff has led to development and exploration of alternate electronic media to communicate and engage students in career exploration.

- f) What professional development have teachers in your schools accessed to support laptop use in the delivery of career education, and/or career services?

\* professional learning is in its infancy. \* schools have developed professional learning events based on school staff needs. These events may have incorporated regional or other support staff. \* professional learning has been available through the cumberland and nepean careers forums. \*

- g) Summarise what is most needed to maximise the use of laptops in students' career exploration, career education and career and transition planning.

\* laptop reliability and appropriate access to WIFI that works. \* DET promoted software and websites that are accessible to students 'off' the portal. \* a constantly updated list of appropriate software. \* students consistently bringing them to school, charged. \* specific training for KLA teachers in the online logbook. \* accessibility issues for students with disabilities.

### Schools providing authentic learning opportunities including work-based and community-based learning

- h) What authentic learning opportunities did your schools provide for students?

53 Workplace learning	21 Inquiry based learning
30 Enterprise activities	37 Community-based work
22 Shadowing	41 Volunteering
13 Service Learning	7 Other

2010 saw the launch of the VET-in-WSR Wikispace. This wiki provides vocational learning support across all areas of the school inclusive of STW. As teachers become more comfortable with the technology further professional learning opportunities will need to be developed that reflect needs. WSR is involved in the pilot of e-ME and we would like to expand this opportunity in 2011.

## Strengthening Student Outcomes through Vocational Learning

Supporting teachers to identify and provide a range of opportunities for students to make explicit links to vocational and enterprise learning in all curriculum areas

### Students using the Employment Related Skills Logbook and/or Logbook Online in your school

a) Schools using the website Logbook Online with students

y 20 n 36

### Students using the Employment Related Skills Logbook in your schools

Student numbers by year group	7	8	9	10	11	12
b) How many students are using the Logbook Online for career and transition planning? - total	210	192	1167	3116	1049	1046
How many students are using the Logbook Online for career and transition planning? - %	3.10%	2.80%	16.90%	46.05%	17.16%	20.19%
c) How many students are using the Logbook Online in their curriculum studies? - total	0	0	384	1615	556	513
How many students are using the Logbook in their curriculum studies? - %	0.00%	0.00%	5.56%	23.87%	9.10%	9.90%
d) How many students are using the Logbook Online to prepare a résumé/CV ? - total	100	190	808	2433	1083	948
How many students are using the Logbook Online to prepare a résumé/CV ? - %	1.48%	2.77%	11.70%	35.95%	17.72%	18.30%

### KLA teachers supporting career development and vocational learning

Key Learning Area	ENG	MAT	SCI	HIS	PDHPE	TAS	LANG	CAPA
e) How many teachers are supporting the development of employment related skills in their classroom?	249	207	203	209	202	231	53	130
f) How many teachers are supporting student career development through curriculum delivery?	254	231	228	216	216	254	61	146

### School participation in enterprising learning initiatives

g) Summarise the enterprising activities provided solely through extra curricula delivery.

\* Students of SSP schools embrace many varied enterprising activities from selling vegetables to operating a laundry for school clothing. very successful models. \* ABW and ASX are successful initiatives. \* Volunteering across many different situations is expanding. \* assorted fund raising activities are evident across schools for different purposes.

h) Are enterprising activities provided or embedded as part of curriculum delivery?

y 33 n 23

**If Yes:** Summarise examples:

\* Many schools are operating cafe's or catering businesses as part of Senior VET Hospitality qualifications. \* Engineering Solar Boat Challenge \* Flower growth as part of Agriculture. \* i-Green project in partnership with Integral Energy and Dusseldorp Foundation. \* Senior Primary Industries are engaged in a program with Business Services to establish a native plant growing enterprise.

### Schools giving students the opportunity to participate in the Real Game Series

i) Identify which Real Game students in your school participated in:

Student numbers by year group	7	8	9	10	11	12
The Make it Real Game	8	12				
The Real Game	38	120	392	1080	56	12
The Be Real Game			23	147	2	12
The Get Real Game					1	1

## Comments by Region about Strengthening Student Outcomes through Vocational Learning

\* there has been a decrease in the access by students of the Logbook Online- region will seek to develop strategies that increase its use in 2011. \* increase in participation of the Real Game Series. \* The realignment of STW will allow region to refocus on teacher quality. This will reinvigorate the embedding of vocational learning across the curriculum.



## Building Networks and Connections

Strengthening career, community and workplace learning opportunities for students through strategic connections, partnerships and networks

### Schools developing community / business partnerships

- a) Is the building of community / business partnerships for vocational learning been embedded in your school's strategic planning processes? y 44 n 12
- b) Identify community / business partnerships that have supported student career knowledge and understanding in your school.
- |                            |   |
|----------------------------|---|
| 47 Local Businesses        | 48 TAFE                                   |
| 46 Community organisations | 39 Local Community Partnership - SWL      |
| 44 Government agencies     | 43 Other education and training providers |
| 33 Job Network             | 34 Youth Connections                      |
| 28 Partnership Broker      | 46 Other                                  |
- c) Identify community linked activities that have supported student career and transition planning.
- |                                  |                              |
|----------------------------------|------------------------------|
| 50 Guest speakers                | 38 Industry visits           |
| 49 Careers Expos                 | 29 Enterprise activities     |
| 32 Mentoring                     | 26 Links to Learning Program |
| 28 Alternative Learning Programs | 10 Other                     |

### Schools using networks and connections to provide students with access to careers expos, careers markets, enterprise days etc.

- d) Summarise the range of careers expos that your students access to support their career and transition plans.
- Total of students attending Careers Expos in the region 8822**  
\* Cumberland Careers Market \* Nepean Careers Market \* SMH Careers Market \* Penrith traineeship Apprenticeship Expo \* Connecting Kooris to Careers Youth Job Expos \* try-a-Trade Days \* Disability Employment Network Services Expo \* Sydney West Careers Expo \* Health Careers Expo
- e) Identify other community events that your school accesses to support students vocational and enterprise learning.
- Total students 4471**  
\* ASPIRING BUSINESS LEADERS \* Annual community events such as Fairs, Foundation Days and assorted festivals. \* TAFE Taster Days \* WHEELCHAIR TENNIS CHAMPIONSHIPS \* RUGBY IN THE PARK \* Links to Learning Programs \* Bridging the Gap Programs \* Riding for the Disabled Program \* Solar Boat Challenge. \* UTS Girls in Engineering Day

### Parents being informed about how they can support their child's career development and transition planning

- f) Has your school actively engaged parents, carers, elders in their role to support their child's career development? y 53 n 3
- g) If yes, how have schools actively engaged parents, carers, elders in their role to support their child's career development?
- \* Through the organisation of parent only information nights regarding careers. \* Specific careers newsletters to parents. \* Various electronic media such as email newsletters, school webpages and school moodles. \* Transition planning interviews involve parents- especially significant in SSP schools. \* Subject selection events. \* Parental access to the schools career advisor. \* Beacon events
- h) What opportunities have the region's schools provided for parents/carers, elders and/or other community members to be involved in career and transition support for their child?
- |                           |                               |
|---------------------------|-------------------------------|
| 55 Parent interviews      | 50 Newsletters                |
| 41 Career expos           | 5 Industry forums             |
| 3 myfuture training       | 36 Career information nights  |
| 47 Careers adviser access | 5 Introduction to the Logbook |
| 8 Student Pathways Survey | 13 Other                      |

### Schools providing careers advisers with access to professional development

i) Does the careers adviser and other career support staff participate in professional learning networks at the local, regional or state level?

51 YES Local	48 YES Regional
22 YES State	6 YES National
2 NO	

### Schools implementing workplace learning to support student's educational experience

j) In your schools, which of the following outcomes does workplace learning achieve?

49 Engagement with learning	51 Informed career decision making
54 Providing students with their first experience of the world of work	49 Providing students with future part-time work opportunities
50 Building students networks and connections	43 Providing students with experience in not for profit/community organisations
5 Other	

### Comments by Region about Building Networks and Connections

Exposure to workplace learning is valued across this Region. Strategies are constantly developing to strengthen the ties between the curriculum outcomes and workplace learning for all students. Parent involvement is ongoing through different localised strategies- many using electronic media. Concepts such as parents as career mentors are being developed through projects such as Career Search.

## Regional Specific

The School to Work Program is delivered in a flexible manner to ensure that Regions meet the needs of students in their unique localities. Regions set key strategic outcomes within the framework of School to Work. This section enables Regions to collect extra data that aligns with their priorities for 2010.

### Western Sydney

#### Schools accessing the Regionally Assisted Vocational Education (RAVE) program

	True	Mostly true	About halfway true	Slightly true	Not true at all
a) The Region provided support through RAVE for Mentoring and Enterprise Learning Programs	34	8	5	2	7
b) The Region provided opportunities through RAVE to link the school with Industry and Community partners	32	5	9	3	7
c) The Region provided access to regional personnel and funding for school enterprise endeavours through RAVE	31	7	5	4	9
d) The Region provided access to regional personnel and funding for school programs to address Girls' and Boys' Career Education through RAVE	34	7	6	4	5
e) The Region provided networking opportunities for STW Coordinators	46	4	3	2	1
f) The Region provided professional development opportunities to assist STW Coordinators and other teachers to develop STW initiatives/programs.	40	9	5	1	1

#### Comments by region about RAVE programs and School to Work initiatives

in 2010 the R.A.V.E (Regionally Assisted Vocational Education) initiative has successfully met its aim of providing schools with a centralised opportunity to access programs and initiatives for schools. The provision of a dedicated coordinator facilitated this success. The directional change for the Regions STW program requires a structural change to RAVE in 2011.

## Reflection on Highlights and Achievements

How effectively are the following outcomes occurring in your schools?

	Not at all true	Slightly true	About halfway true	Mostly true	True
a) Students are actively being supported to learn how to document and manage their career and transition planning.	3	0	6	26	21
b) Students are trained to locate and use career information.	4	0	2	14	36
c) School practices and structures are sufficiently flexible to complement work and community-based learning	2	1	6	13	34
d) Curriculum delivery in our school provides a range of vocational learning opportunities for students	2	0	9	12	33
e) The school believes that vocational learning is contributing to improved student engagement	3	3	9	6	35
f) The whole school community is familiar with Employment Related Skills	6	4	12	23	11
g) Schools are supporting students to build and maintain a range of networks to support their career planning	2	2	12	18	22
h) The school actively includes parents in supporting the career development of students	1	3	10	15	27

## Highlights and achievements for 2010

- i) What were the School to Work highlights and achievements for your schools in 2010? (dot points welcomed)
- \* Enhance students understanding of career opportunities through meaningful engagement in vocational learning opportunities. \* greater KLA's involvement, understanding of and designing projects that meet the STW outcomes. \* Recognition of value of whole school approach. \* Increased opportunities for students to be involved in careers events such as expos etc. \* Beacon Foundation
- j) What has been the most effective aspect of the School to Work Program in increasing student engagement in learning in your schools? (dot points welcomed)
- \* expansion of staff representation on STW school committees. \* recognition of the value of transition planning across whole school and the need for a whole staff approach. \* The use of real life situations to provide relevance- work experience. \* success and availability of community based programs. \* 'Planning my Future' regional initiative. \* Involvement in e-ME pilot- students engaged. \*
- k) What feedback or advice do your schools have regarding the effectiveness of Regional support for the School to Work Program? (dot points welcomed)
- \* regional support of the Careers Adviser is appreciated through professional learning days. \* Schools appreciate the regional emphasis of the whole school approach to STW. \* An increase in funding to support programs that meet needs of RSLA. Clarification of funding process- requires workshop. \* RAVE program popular.
- l) Summarise the future support your schools requested of the Region? (dot points welcomed)
- \* continual follow up to support programs relating to ruMAD, other enterprising education opportunities, mentoring and volunteering the greatest support is in advising and updating what is out there and examples of what our school can get involved with \* An event for senior and selective schools regarding initiatives \* Laptop initiatives \* Project sharing opportunities.
- m) What were the School to Work highlights and achievements for your region in 2010?
- \*The regional approach to Boys and Girls career seminars provided opportunity for approximately 1500 students to attend specialised careers seminars- very popular. \* regional involvement in the e-ME pilot program and the enthusiasm of the pilot schools. \* 'Planning my Future' began as a STW initiative but has the opportunity to expand to a cross portfolio initiative with far reaching benefits.
- n) What future support would your region request from state?
- \* Rochelle, Sue and Rosemary are very supportive of any initiative we try to implement in WSR. We appreciate the offers to be involved in pilot programs. \* State based Workshops need to continue as these days are well organised and allow for the opportunity to see snapshots of best practice across other regions- invaluable. \*Ongoing support with webbased resources

o) Identify 3-5 actions for the region in 2011 to support the improvement of the School to Work Program as a result of the feedback provided in your schools reporting

\* Develop a STW and Connected Learning Conference. \* Develop an event that clarifies project based funding so that schools feel better informed and more prepared to submit funding submissions. \* Subsidy support for boys/girls career seminars. \* Continue to promote the strategic benefits of STW in planning of schools to meet OoS priorities.

## Feedback

The following statements seek your feedback in relation to the completion of the School to Work Program: 2010 School Report.

Please select one option for each factor.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
The report is easy to access on-line	0	0	1	15	39	1
The instructions are clear	0	1	0	17	37	1
The report is easy to complete	0	5	6	22	22	1
The purpose of the report is clearly explained	1	2	9	24	19	1
The questions accurately reflect the key areas of the Program	0	1	5	31	16	3
Time taken to complete the report is reasonable	3	8	8	21	14	2
The report provides an opportunity for the school to reflect on achievements and future directions	1	2	3	29	19	2

Your comments:

Overall the STW program is a valued program in WSR. I will need to have discussions with State office staff regarding the suitability of this report format in light of the Regions realignment of STW with Office of Schools Priorities. The importance of school reflection is highlighted and appreciated by school staff.